School Profile

School: Tolland Public School
Electorate: State - Wagga Wagga
Federal - Riverina
Code: 4410
Address: Hawkes Pl, Tolland

Principals Network: Wagga Wagga
Director, Public School NSW: Anne Nolan

Phone: 0269311263
Fax: 0269314312

Phone: 02 6937 3838
Mobile: 0411 654 920
Fax: 69219651

Special Programs or Initiatives
Include details, where applicable, if the school receives support through any of the following:

- **Positive Behaviour for Learning (PBL):** - PBL is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour. The school has now been involved in PBL for 12 months and school data is showing a decrease in anti-social behaviour and a lowering of the suspension rates.

- **HOW2Learn:** - How2Learn Initiative, staff and students have been learning about the dispositions and habits of successful lifelong learners with the goal that these dispositions and habits will become embedded into everyday classroom practice.

- **Language Learning Literacy (L3):** - L3 Kinder and L3 Stage 1 are a component of the Best Start Initiative that aims to ensure all students are on track in their literacy learning by Year 3. L3 Kinder and L3 Stage 1 are a research based, cost effective classroom intervention program, targeting text reading and writing. The programs aim is to reduce the need for more intensive and resource demanding programs in future years. L3 Kinder and L3 Stage 1 complements the daily literacy program for students who enter school with diverse literacy backgrounds. It also supports the regular classroom literacy program that is informed by the K-6 English syllabus and the Early Literacy Continuum. L3 Kinder and L3 Stage 1 provides rich literacy experiences to support all students to become successful readers and writers.

- **K-6 Student Dance program** – Our school has focussed on the inclusion of arts programs for all students. In attempting to not only raise education levels of the students but also student well-being, arts are a proven driver of elevated learning across the curriculum. By including specific arts based activities for the students it removes the limited means that many students in our school have access to these types of programs whether it is due to financial restraints, social barriers, special needs or students from Indigenous families. We have partnered with a local dance company to provide weekly dance lessons for all students K-6. The cost of the program is borne by the school and has proven to be an enormous success. Informal observations include improved connectedness to not only the school but between students. Attendance has improved by 7% and there has been a marked improvement in behaviour. The pram has also been very successful in encouraging parent involvement with in excess of 150 parents turning up to the dance concert at the end of term.

- **Bimbi Preschool** – DEC run preschool that caters for 40 students in a 5 day a fortnightly rotating program. The preschool staff implement the *Early Years Learning Framework*; the mandatory document for Early Childhood and the *National Quality Framework*; the overarching framework under which all services for children aged 0-5 are governed. This documentation provides a framework for early childhood education that includes 5 Principles and 8 Practices for best practice education. There are 5 outcomes that the children are working towards throughout the year. The preschool program has an emphasis...
on learning through play and children are encouraged and supported in their individual learning journeys. The children have individual learning journals that document their learning and provide insight into how best to enrich their learning of all children.

- **Local Church Breakfast Program**: on-site 3 days a week. Volunteers from the local Baptist church provide fruit, toast and juice to students who may not have had breakfast. The program is run at no cost to the school.

- **Early Intervention class for preschool children**: 25 students are enrolled in the class which caters for preschool aged children who have an intellectual, physical or sensory disability, emotional disturbance or a diagnosed language disorder. Each student works from an Individual Learning Program (ILP) which is developed in collaboration with the parents, therapists and early childhood teachers. The class is staffed by a teacher and a Student Learning Support Officer (SLSO). Students attend sessional timeslots and they are also resourced in their own early childhood settings.

- **3 class IO unit to support special needs students K-6**: There is an enrolment of 30 students in the Support Unit. The Unit caters for students ranging from Kindergarten to Year 6 with a moderate or severe intellectual disability. In the Support Unit there were three classes: K-2, 2-4 and 4-6. Each class comprises of 8 – 10 students. Like students in the Early Intervention class, students in the Support Unit work towards achieving outcomes which are specified in an Individual Learning Plan (ILP). These outcomes are decided in consultation with each student’s parents and incorporate areas such as academics, social skills and communication skills.

- **Environmental Education**: includes an Indigenous Outdoor Learning Classroom, recycling P-6 and vegetable patch P-6. A grant was provided from Housing NSW to help establish the outdoor learning classroom. It provides a place for both student learning and for members of the Indigenous community to have a place for a ‘yarn up’.

- **Focus On Reading 3-6**: is an intensive professional learning program for teachers to support the explicit teaching of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency. The program draws from a sound research base that justifies the need for these key aspects to be at the forefront of literacy teaching and learning in the middle years.

- **ipads for each student in IO unit**: To improve the learning opportunities for students in the 3-class IO unit and to increase engage with their learning, 25 ipads have been purchased as well as a range of apps (including Pro Loquu) that provide students improved ways to communicate and to support individual learning needs. Staff, through targeted Professional Learning, are delivering a range of interactive activities across all KLAs.

- **Instructional Leader**: Term 4 2012: Our school became part of the *Early Action for Success* state-funded initiative that focuses on the early years of schooling. Mrs Tracey Smith was appointed to our school for three years as an Instructional Leader to lead in-school Professional Learning for teachers. *Early Action for Success* is an early intervention strategy that ensures students at risk of not achieving expected outcomes in literacy and numeracy are identified and receive additional support. Over the next three years, our teachers will participate in ongoing collaborative learning to ensure all students have access to high quality, personalised classroom-based assessment and teaching in literacy and numeracy.

- **Beginning Teacher Support (since 2015)**
**Special Features**

- Provides space for:
  - the Reading Recovery Training Centre
  - Centre for Effective Reading (CER)
  - and the Information Technology Field Services Team
- Park-like setting with the school off the main road
- Well-resourced library and classrooms
- School emphasis on wellbeing, literacy, numeracy, technology and Creative Arts